**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 18-8 Problem Solving: Make a Graph** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. No new vocabulary is introduced. If you would like, you can review graphing vocabulary from previous lessons from Topic 18. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Posing Questions: “What is your favorite recess activity?”  “How can we collect and keep track of this information?”  Continue dialog and use their information to turn it into a tally chart. Use higher-order thinking questions like;  “How will this information help us?”  “How will this help us decide what equipment we will need?”  “What other information does this graph tell you?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the *Visual Learning* Bridge, at the top of lesson (18-8), is critical to connecting the Concrete to the Representational and then to the Abstract.   * + *Visual Learning* Bridge in Student textbook   Follow the visual of converting the tally chart into a bar graph.  Check for understanding during the *Guided Practice* by asking higher-order thinking like;  “How will this information help us?”  “How will this help us decide what equipment we will need?”  “What other information does this graph tell you?”  “How do you know?”  “Explain your thinking.”  Encourage students to think of other questions about the bar graph and pose their questions to class or partner. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Materials needed: graph paper*  With a partner, pose a question, collect data and create a graph. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + *Quick Check Topic 18-8* (in *Teacher Resource Masters)* | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| 1. See Envisions Center Activities from Spiral Book (18-8). | |
| **HOMEWORK** | |
| Send home center activity if desired to practice and reinforce skills. | |